



THE NORTHEAST TEXAS CONSORTIUM

Center for Educational Technologies

NETnet's Instructional Design for Distance Education Workbook



The Northeast Texas Consortium (NETnet)
Center For Educational Technologies © 2006
<http://www.netnet.org>

THE NORTHEAST TEXAS CONSORTIUM OF COLLEGES & UNIVERSITIES

NETnet's Instructional Design for Distance Education Workbook

© The Northeast Texas Consortium (NETnet)
11937 US HWY 271 • Tyler, Texas 75708-3154
Phone 903-877-7510 • Fax 903.877.7430
<http://www.netnet.org>



Instructional Design for Distance Education Workbook

...Open mind/insert knowledge...

This collection of worksheets is designed for use with either the NETnet Online Resource Center website (<http://www.netnet.org/instructors>) or the downloadable PDF version of the instructional design portion of the website, **NETnet's Guide to Instructional Design for Distance Delivery Courses**. The workbook is not a substitute for the website; it provides references to the website for complete explanations and is a useful adjunct for converting traditional courses into distance delivered courses. To assist in course conversion, the website and workbook provide an introduction to instructional design and development concepts for the distance learning environment. The website provides tips on setting realistic course goals and objectives, enhancing interactivity in distance education courses, guidelines for web page/video design and layout including the use of graphics and animation, tips for creating an online syllabus, and ideas for assessing and evaluating your students, your course, and yourself.

The workbook contains supplemental material to simplify the process of course conversion, including exercises and practical tasks instructors can use to hone the skills learned by working through the training modules on the website.

These worksheets are ideal hands-on resources for instructors who are just beginning to integrate technology into their existing courses. Each worksheet in this collection is also available for download in PDF format on the NETnet website at: <http://www.netnet.org/instructors/resources/PDFpage.htm>.

What is NETnet?



The Northeast Texas Consortium or 'NETnet' is the collaborative effort of 15 higher education institutions to bring a wide array of educational opportunities to 50 rural Northeast Texas counties. NETnet's objective is to make available – via innovative technology applications – a diverse curriculum specifically designed to meet the evolving needs of a highly competitive, yet geographically isolated, client population.

Internet Services

The NETnet Internet provides NETnet members with a minimum bandwidth of 7.75 megabytes of internet service with an average allocation of 10.25 megabytes. NETnet distributes the service from the NETnet Center for Educational Technology 'CET' (Tyler, Texas) using our wireless network. The NETnet CET is linked to the service provider or ISP with primary and fail-over lines that originate in different sections of East Texas, allowing the NETnet CET to remain linked to the internet even in the event of a major line or ISP disruption. The NETnet ISP linkages are monitored using a computerized network management system in both the Tyler, Texas location and at a commercial monitoring service that is staffed 24x7x365. In short, the NETnet internet distribution service provides member institutions faster access, greater reliability, and constant monitoring coupled with proactive service.

Videoconferencing

Our wireless point-to-point digital microwave radio network delivers MPEG quality video to each of our member institution's NETnet classrooms. Each NETnet classroom can connect to other NETnet classrooms, as well as to other non-NETnet videoconference sites. The network facilitates the delivery of synchronous, interactive education to geographically dispersed students. NETnet members can now provide East Texans with additional educational opportunities, including degree and non-degree college programs, professional certifications, public health information, medical education and dual credit or concurrent enrollment high school courses.

Who are the members?

NETnet members include Angelina College, Kilgore College, Northeast Texas Community College, Panola College, Paris Junior College, Sam Houston State University, Stephen F. Austin State University, Texarkana College, Texas A&M–Commerce, Texas A&M–Texarkana, Texas State Technical College–Marshall, Trinity Valley Community College, Tyler Junior College, The University of Texas at Tyler, and The University of Texas Health Center at Tyler.

In addition to connections between our 15 member institutions, NETnet also links with DSHS (Texas Department of State Health Services), other East Texas networks such as SUPERNet (Schools Uniting to Provide Enhanced Resources), SUPERNet II and the East Texas Interactive Healthcare Network (ETIHN).

**THE NORTHEAST TEXAS CONSORTIUM OF COLLEGES &
UNIVERSITIES**

**Where do you want
to go today?**

NETnet can get you there!

SUPERNet members include the school districts of Winnsboro, Van, Lindale, Hawkins, Big Sandy, White Oak, Hallsville, Union Grove, Chapel Hill, Winona, Tyler, Whitehouse, Arp, Carlisle, Henderson, New Summerfield and Jacksonville. SUPERNet II members include the school districts of Marshall, Mineola, Rusk, Troup, Waskom and Quitman.

ETIHN members include UT Health Center – Tyler, Titus Regional Medical Center in Mount Pleasant, Marshall Regional Medical Center, Christus St. Michael's Health System in Texarkana, Good Shepherd Regional Medical Center in Longview, Paris Regional Medical Center and Linden Hospital.

We have access to all the University of Texas and Texas A&M components in the state including Trans Texas Video Network (TTVN), and several Texas regional Educational Service Centers (6, 7, 8, 10 and 11).

NETnet also offers IP services through GlowPoint and global ISDN dialing capabilities; domestic calls will run between .08-.50 cents per minute (per channel). For example, for a 384K call (64K channel x 6) you should budget an average of \$30 per hour. Budget foreign calls at \$2.00 per minute, per channel. This is the only connection NETnet offers its members that costs anything – all other connections are free. Call for current rates.

Additionally, NETnet has a dish for satellite downlinks. Just let us know well in advance the details about your desired content; e.g. what time, channel, etc. Call us at 903-877-7510 if you have any questions.

Our members offer well over 200 ITV courses, and close to 800 online courses. Visit <http://www.netnet.org/courses.htm> for the most recent listing of course offerings, and click on any of the catalog or course listing links to start shopping for a collaboration partner.

We hope that you find these worksheets helpful as you begin to integrate technology into your existing traditional course, or as you begin the process of course conversion. Please visit us online at <http://www.netnet.org/instructors.htm> for even more resources. After completing this workbook, you may wish to download NETnet's Distance Education Course Chunking Workbook.

The Instructor section of our website is designed as both a quick reference guide and as a tutorial. Be sure to take advantage of the interactive quizzes at the end of each module (and then download the free software from our Technical Links page to create your own!).



Getting Started Worksheet

After reviewing the information provided on NETnet's **Getting Started** unit of the **Introduction** module, print this worksheet and fill in as much of the information as you can. You can add to the worksheet as you collect more information.

Materials

I have the following materials:

- The syllabus from my existing course.
 - A list of reading materials for my class (URL's, textbooks, handouts)
 - A list of supplemental materials (videotapes, pictures, audio files, etc.)
 - A list of the resources available to me and my students (library, technical, NETnet, etc.)
-

Course Needs Assessment

What external factors verify the need for my course?

What factors led to the instructional need?

What past experiences indicate that my course can meet this need?

Audience Characteristics

Age

Background

Interests

Educational level

Location

Time constraints

Technology (to what level of technology do students have access?)

Resources - library, tech support (hours; when is support available to students?)

Students will apply the knowledge gained in the course to their lives by:

Technological considerations

To take the course, students will need the following technology: (e.g., PowerPoint, MSWord, REALPlayer, etc.)

___ I have emailed my server administrator and asked what I need to know to implement any special capabilities of our server.

___ I have emailed my server administrator and asked for space on the server for my website and have received the URL so I can publish my course home page.

Materials distribution

I will distribute reading materials, videotapes, handouts, etc. to my remote or online classes by:

I will collect assignments and tests by:

Copyright issues

I have read the article on copyright law for distance learning found on the NETnet website.

Privacy issues

I will not use student pictures or full names on my website without signed permission.

I have checked to see whether my institution has a contract for students to sign agreeing to be videotaped in an ITV course.

Evaluation tools

I have viewed the evaluation tools on the NETnet website before beginning to design my course.



Building Course Objectives Worksheet

Before you begin to work on building your course objectives, you must determine what goals you wish to accomplish.

✓ Remember: Course goals are broad statements of instructional intent; they are intangible, abstract, general intentions that can't be validated. Course goals specify the “Big Picture” - the general direction or purpose of the course; e.g., English 1301 will prepare students to take English 1302.

With this in mind, list three broad goals for your course:

1. _____

2. _____

3. _____

Course **objectives** spell out the steps students must take to attain the course goals outlined above. Remember that course objectives should:

- state what the student is expected to be able to do.
- include an **action verb**
- be **specific** and not open to interpretation.
- be specific about **how** students will demonstrate what they know, understand, appreciate, etc.

Using the example below as your guide, build at least one specific objective for each of the goals listed above.





Audience	Behavior	Condition	Degree
Each student	will create a biographical web page	using the template provided by the instructor	containing at least two paragraphs of text in a 12 point Arial font



Sample Advance Organizer for NETnet Room Operation Training

- This section of the training module introduces you to the NETnet Lectern Workstation and its components.
- The Lectern Workstation was designed exclusively for NETnet members, and is present on each member campus. Several of the Lectern Workstation components are very similar to technology you're already familiar with - such as the personal computer we call the 'Lectern Workstation PC.'
- Becoming familiar with the NETnet Room equipment will ensure that you *and* your students derive the maximum benefit from the technology, and will also help make the technology more transparent.
- After completing this section of the lesson you will be able to
 - list and identify the four personal computer components of the Lectern Workstation: the 'monitor,' keyboard, mouse and CPU
 - switch the Touch Control Panel into PC monitor mode

First, let's review the main components of a personal computing system with which we're all familiar:

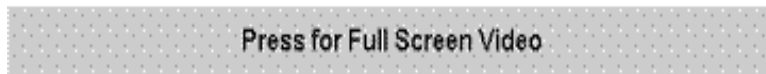
	Monitor
	Keyboard
	Mouse
	CPU (Central Processing Unit)

Monitor, Mouse, Keyboard and CPU = Personal Computer = PC

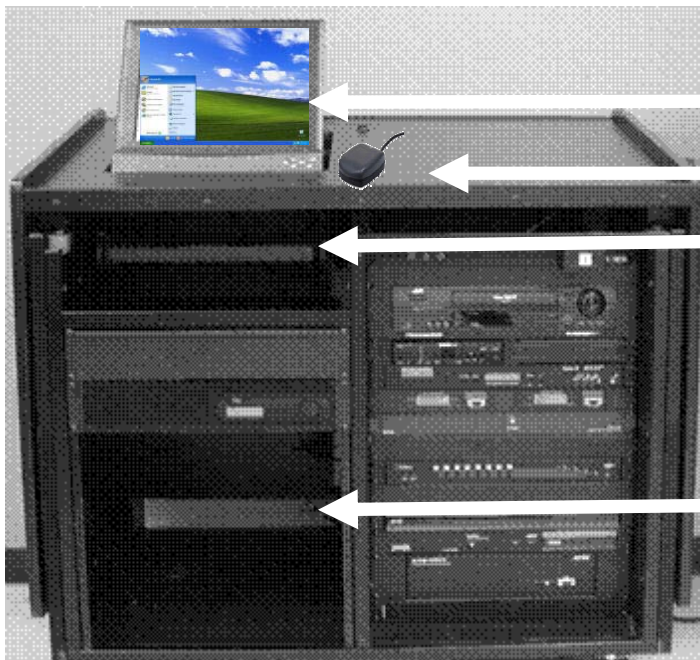
- These same components are found on the NETnet Lectern Workstation, but may look a little different from your own PC. To switch the Touch Control Panel into PC monitor mode, select the Lectern Workstation PC button from the “Source Select” bar on the Touch Control Panel.







- Press the Full Screen Display bar on the inset window



- Now the Touch Control Panel functions as a computer monitor!



Monitor	
Mouse	
Keyboard	
CPU	

- Press the monitor screen again to return to Touch Control Panel Mode. It's that easy!



Learning to “Chunk”

✓ *Before filling in this guide, you may wish to view the chunking information and diagrams at: <http://www.netnet.org/instructors/coursedev/chunking>.*

Dividing or ‘chunking’ your course into smaller more manageable sections makes organizing and planning much easier. This worksheet is designed to help you plan your lesson so you’ll know what – when – how:

- What will happen
- When it will happen
- How it will happen

Remember that this worksheet is simply a guide; your course may not fit neatly into this structure, so modify the outline as needed.

Getting Started

You can use these timelines as rough estimates; but remember that your class may not break down this way. Again, this lesson chunking worksheet is intended as a guide—not a strict rulebook!

- 1 lesson = 45 - 60 minutes
- 3 chunks = 1 lesson
- 1 chunk = 15 - 20 minutes

Materials:

Before you begin writing down your ideas, gather the following materials together:

- Current syllabus
- List of reading materials (textbooks, handouts, URL’s, etc)
- List of supplemental materials (audio, video, pictures, models, etc.)
- List of resources available to you (and your students)

These will come in handy as you begin to chunk each lesson!

Chunk Components

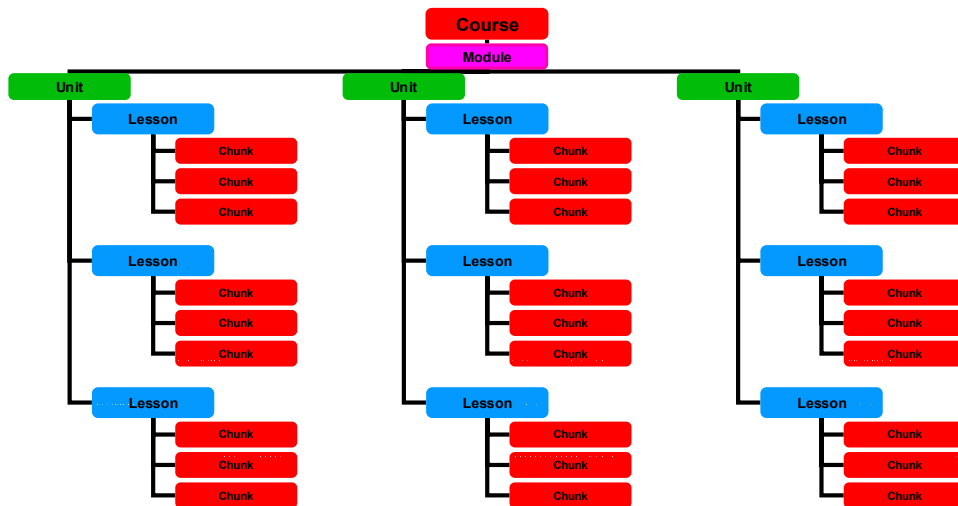
Depending on how you structure your course and whether it’s an interactive videoconferencing (ITV) or online (Internet) class, chunks usually average 15-30 minutes to complete. A chart like the one below can help you organize your chunk components, and is provided at the end of each lesson in the Chunking Workbook, which is available for download in PDF format on the NETnet website at <http://www.netnet.org/instructors/resources/PDFpage.htm>.

You are strongly encouraged to download your own copy to jot down ideas as they occur to you!

Chunking Components Chart

Time	Reading Materials	Audio/Video Components	Interaction Components	Additional Components
45 minutes	Chapter reading			
5 minutes		Streaming video: expert interview		
15-20 minutes			Class discussion on interview	
20 minutes	Hyperlink reading			
60 minutes				VFT on topic
20 minutes			Brainstorming activity	

Diagram of a Chunked Module



NETnet Lesson Chunking Worksheet



Instructions:

Apply what you've learned so far by chunking one of your own lessons. How will you achieve each of these objectives?

Introduction

Activate attention

Establish purpose and relevance

Inform learners of objectives

Arouse interest and motivation

Preview the lesson

Body of lesson

Recall relevant prior knowledge

Provide information and examples

Focus attention

Employ learning strategies

Practice

Feedback

Conclusion

Summarize, review, synthesize

Generalize, transfer learning

Re-motivate and close

Assessment

Assess performance

Evaluate feedback, provide remediation or enrichment

Notes